Tri-State New England GLE definition, criteria, and prioritization question

Purpose of TSNE GLEs: TSNE GLEs are specified for the development of a common, large-scale, state level assessment. Partner states have or may include additional GLEs for use within each state for local assessment purposes.

Definition of a TSNE GLE:

A TSNE GLE is a stated objective that is aligned with VT, NH, RI, and ME standards, by grade. A NEC GLE differentiates performance on concepts, skills, or content knowledge between adjacent grade levels, and as a set, leads to focused, coherent, and developmentally appropriate instruction without narrowing the curriculum.

Criteria for the Development of TSNE GLEs

1) TSNE GLEs **must** relate to the RI, ME, NH, and VT standards.

2) TSNE GLEs should maintain a balance between a generalizable skill, concept, or piece of knowledge, **and** enough specificity to differentiate skill, concept, or knowledge between adjacent grades, to make it clear to teachers what is to be taught and learned, ***without being so specific that it narrows the curriculum.***

3) TSNE GLEs should explicitly indicate cognitive demand (interaction of content and process). There should be a mix of cognitive demands at all grade levels, not an assumption that students in lower grades do less cognitively demanding work. (E.g., Routine skill/procedure, conceptual problem or question, multiple-step problems, problem solving, analysis, reasoning, etc.)

4) TSNE GLEs should be specific and clear enough to know how it will be assessed.

5) TSNE GLEs should contain language that describes expected performance so that a student's performance in relation to the NEC GLE can be validly assessed for state assessment purposes.

    Not assessable – E.g., "Develops understanding of plot.." or "Begins to use..".
    Assessable – E.g., Demonstrates understanding of plot by identifying and describing characters, setting, problem/solution, and plot.

Note: Test specifications might indicate the upper ceiling of that expectation for state assessment purposes or explicit strategies for assessing the TSNE GLEs. Demonstrate understanding of plot by: a) identifying and describing characters; b) given an incomplete story sequence, extend the story with a coherent "next step"; or c) given a definition of plot development, provide an example.]

TSNE Criteria for the Development of a *SET* of TSNE GLEs

1. The set of TSNE GLEs should be of comparable grain size.

2. Concepts, skills, and knowledge should be differentiated between adjacent grade levels.

3. The set of TSNE GLEs within a discipline and content standard reflects the relative importance as defined by the Balance of Representation.

4. The set of TSNE GLEs should promote coherent, focused, developmentally appropriate instruction, as opposed to isolated instruction *just* on topics, facts, or individual skills that need to be covered.

5. The set of TSNE GLEs at a given grade level (assuming prior learning) should be reasonable to adequately learn   within a school year, and still allow for learning additional state and local expectations.

6. The set of TSNE GLEs should be constructed as a continuum of learning. Success in one grade should be a good predictor of success in the following year.

7. Success on TSNE GLEs across multiple years should be a good predictor of performance at the national benchmark years. (i.e., NAEP).

The mathematics team used the questions below to help prioritized the concepts and skills for state assessment purposes. As bidders review the GLEs in preparation for their response to the RFP, they should indicate any additional prioritization of GLEs based upon these guiding questions or other prioritization strategies.

Questions to guide prioritization (Petit, 2003):

1) Is the concept or skill part of a big idea in the discipline? (E.g., proportionality)
2) Is the success on the concept or skill in a given grade essential for success in mathematics in subsequent grades?
3) Should the concept or skill be assessed at an earlier grade because success at that earlier grade is important for success at the given grade?
4) Is the concept or skill assessed adequately at an earlier grade?
5) Should the concept or skill be assessed at a later grade for state assessment purposes?
6) Is the concept or skill subsumed in other GLEs at that grade level? (E.g., Is the skill of applying the conventions of order of operations subsumed in the use of formulas and when solving multistep linear equations at grade 8?)
7) Are concepts or skills important for success in other disciplines in given grades or subsequent grades?
8) Can the concept or skill be more appropriately assessed at the classroom level?